1st Grade Narrative Writing Unit

Narrative writing tells a story.

It can be real or make believe.

It has a beginning, a middle, and an end.

Narrative writing has characters.

Narrative writing has a setting.

Narrative writing has sequential order.

Miss H
April 2018
Knowing that writing practices enhances student's reading because they are inextricably linked, a teacher should increase writing time to promote further literacy skills. A classroom should provide daily writing time and use read alouds to celebrate the use of writing. By calling my students "writers," I promote an environment where students feel safe to explore their writing. Some of my writing instructional strategies include the using the writing process and Lucy Calkin strategies of Writer’s workshop, providing sentence frames to scaffold learners, organizing with graphic organizers, teaching mini-lessons to promote sentence building. Other strategies include author chairs and sharing their writing to promote confidence. Because I plan to use a writer’s workshop frame, I will teach mini-lessons that will last about 12 minutes, then let students independently write while independently conferencing with students. During writing time a teacher can conference one-on-one to help promote confidence and scaffold writing instruction.

My mini-lessons will be about 8-12 minutes of teacher times. During this time, the teacher will use various invitations to notice to help student see “good” writing. I will call this writing and my students writing “Oh La La” writing to help motivate awareness of strong diction and “juicy words.” Dr. Wilson mentioned in our literacy class the importance of modeling good sentence structure and word consciousness. This time will be full of vocabulary and good dictions for authors to use. The teacher will use published work to help students see that they are authors too. The use of anchor charts, word walls, and personal word wall dictionaries will help scaffold spelling and enhance age appropriate writing skills.

The use of author’s chairs and sharing their work through various peer shows and conferences with teachers serves as a way to build confidence and promote self-monitoring. This
will help students to reread through their work and think aloud their thinking process. The use of graphic organizers or “planning papers” will work as a metacognitive strategy to help students with their writing process. The use of anchor charts will provide students with references to help them spell and brainstorm for their own writing. The use of images and published works will provide real-life examples of good work and visualize juicy words to help the reader understand their story.

I will be using various forms of assessment in this unit, but the main assessment is the final written work and monitoring this through conferences. There will also be time during the mini-lessons for the teacher to monitor progress through informal observations and formal verbal answers that the teacher poses for the children to answer.

Standards:
CCSS.ELA-LITERACY.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-LITERACY.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Accommodations and Modifications:
**English Learners:**
Students will use a graphic organizer to write down attributes of the content area as a way to organize their new knowledge.
Key vocabulary will be defined and posted so EL’s have multiple opportunities to access vocabulary (this will mostly be done on anchor charts posted in the front of the classroom).
Students will access vocabulary for recall using their graphic organizers and through the use of a word wall and individual word wall dictionaries.
English Learners will be grouped strategically with academic partners for vocabulary and comprehension support and questions.
The pair share activity will allow English Learners to practice using vocabulary and lower the affective filter.

**Special Needs/504’s:**
Students will engage in differentiated hands-on activities/lessons to experience the content and boost comprehension.
Instructions will be shared verbally and posted for student reference/access.
504 students will be grouped strategically with academic partners for support and clarifying questions.
Study buddies will benefit students and give them the opportunity to ask questions and gain clarification.

**Gate/Multiple Intelligences:**
Students will be working at their own pace on their series books, so they can go as fast or as slow as they need.
Students can visually draw/represent vocabulary with pictures to provide greater context and comprehension.

### Formal Lesson Plan Format – Narrative Writing  Day 1

<table>
<thead>
<tr>
<th>Grade level: 1st</th>
<th>Date: 4-2-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of lesson: 45 min</td>
<td></td>
</tr>
</tbody>
</table>

**Title/theme/focus of lesson: Narrative Writing- “Juicy Words vs Boring Words”**

**Common Core State Standards:**
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Essential lesson question(s):**
How can we change our story words from being boring words to Juicy words?
Learning outcomes/objectives:
Students will add more detail to their writing by adding more adjectives to describe their stories.

Vocabulary:
- Details
- Narrative
- Adjectives

Assessment:
- Diagnostic: Burgers and asking students to brainstorm words to describe
- Formative: Their narrative writing and then answering questions the teacher poses

Materials:
- Anchor chart “Boring Words vs Juicy Words”
- Pictures of plain burgers and a “juicy” burgers
- Students work on narratives

Instructional Procedure:

Anticipatory Set/Orientation:
- I am going to make you hungry today class because I like to compare writing to a hamburger….
- What does it mean to be boring?
- Show pictures of the two burgers and compare the two burgers

Teaching/Instructional Process (input and modeling):
- Using words like sad, mad, and good are boring words, so what words can we use to replace those words.
- Juicy words: superb, frustrated, dripping, angry, marvelous
- Good writer paint a picture in their reader’s mind by giving them juicy words

Guided Practice and Monitoring:
- The teacher models a boring sentence and then the class comes up with ways to add juicy words to the sentence to make it more interesting
Then students will go back to their desks and try to add more juicy words in their series narrative writing.

Sources: TeachersPayTeachers

---

**Formal Lesson Plan Format – Writing Day 2**

Grade level: 1st Date: 4-04-18  
Length of lesson: 45 min

**Title/theme/focus of lesson: Work Day**

**Common Core State Standards:**  
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Essential lesson question(s):**  
How can we continue our series writing with Juicy words?

**Learning outcomes/objectives:**  
Students will continue to write their narrative series books focusing on using the same characters on a new adventure.

**Vocabulary:**  
- Characters  
- series  
- Narrative  
- Beginning  
- Realistic Fiction

**Assessment:**
Materials:
- Anchor chart on “How to Write a Series Book”
- Anchor Chart “Book 1 Series”
- An anchor chart of narrative transitions

Instructional Procedure:

Anticipatory Set/Orientation:
- Read a chapter from Junie B. Jones and remind students how this is a series book
- Go over anchor chart and review what a narrative series book has in common
- Highlight the importance of having the same characters in the series book. This will be on the anchor charts. Read over and have students repeat what you say about the characters

Teaching/Instructional Process (input and modeling):
- Review anchor charts and what it means to be a narrative series books
- Important to remind what it means to be a realistic fiction
- Questions to pose:
  - What do series books have the same in each story?
  - What is different?
  - Should I have the same character in every story?

Guided Practice and Monitoring:
- Drafting and writing, peer conferences and student/teacher conferences, and sharing in the author’s chair.
- Conferencing Questions:
  - What is this piece about?
  - Who is this piece for?
  - What’s your favorite line?
  - Why do you like it?
  - Where do you need help?
• Closure author’s chair
  ○ Students can only sit in the chair if they share their work with the class

Sources: Writer’s workshop references

Formal Lesson Plan Format – Writing Day 3

Grade level: 1st                                      Date: 4-9-18
Length of lesson: 45 min

Title/theme/focus of lesson: Beginning Story Words

Common Core State Standards:
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Essential lesson question(s):
How do we open our story to get the reader’s attention?

Learning outcomes/objectives:
Students will write beginning transition words to begin their narrative stories and captivate the reader’s attention.

Vocabulary:
• Transition words
• Narrative
• Beginning

Assessment:
• Peer/teacher conferences
• Final written product
- Partner pair share
- Author’s chair

**Materials:**
- A few good examples of starting narrative writing
- An anchor chart of narrative transitions
- A list of some good entry words (examples below)

**Instructional Procedure:**

**Anticipatory Set/Orientation:**
- Participate in an *invitation to notice* where students will notice some of their favorite sentences and how they start

**Teaching/Instructional Process (input and modeling):**
- Mini-lessons on how to write a beginning sentence or line to grab the reader’s attention. Many times it sets the tone and setting of the place the story is.
- Partner talk and tell their neighbor which of the opening is their favorite
- Talk about why an author wants to use an interesting introduction

**Writing Lesson**
"One sunny Sunday, the caterpillar was hatched out of a tiny egg. He was very hungry." – Hungry Caterpillar

**Peter Rabbit, Beatrix Potter**
"Once upon a time there were four little Rabbits, and their names were-Flopsy, Mopsy, Cotton-tail, and Peter."

**The Sisterhood Of The Traveling Pants Series, Ann Brashares**
"Once upon a time there was a pair of pants."

**Guided Practice and Monitoring:**
- Drafting and writing, peer conferences and student/teacher conferences, and sharing in the author’s chair.
- Conferencing Questions:
Formal Lesson Plan Format – Narrative Writing Day 4

Grade level: 1st
Length of lesson: 45 min

Date: 4-11-18

Title/theme/focus of lesson: Story Transition Words

Common Core State Standards:
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Essential lesson question(s):
How can we transition from one sentence to the next without it seeming too choppy?

Learning outcomes/objectives:
Students will learn new transition words to add to their stories to help it flow therefore helping with fluency.

Vocabulary:
- Transition words
- Narrative
**Assessment:**
- Peer/ teacher conferences
- Final written product
- Partner pair share
- Author’s chair

**Materials:**
- A few good examples of starting narrative writing
- An anchor chart of narrative transitions like first, second, third
- A short story

**Instructional Procedure:**

**Anticipatory Set/Orientation:**
- Tell students a made up story that is choppy and has no transitions
- Ask if the story made sense and then prompt them to explain why not

**Teaching/Instructional Process (input and modeling):**
- Mini-lessons on how to write a transition words like first, second, third, finally, etc.
- Make a reference back to kindergarten when they made “How to” books
- Partner talk and tell their neighbor with best transition words
- Have students verbally say their series of steps to describe their morning using different transition words. The teacher will write these on the board highlighting the specific transitions words

**Guided Practice and Monitoring:**
- Drafting and writing, peer conferences and student/ teacher conferences, and sharing in the author’s chair.
- Conferencing Questions:
  - What is this piece about?
  - Who is this piece for?
  - What’s your favorite line?
  - Why do you like it?
  - Where do you need help?
Closure author’s chair
  - Students can only sit in the chair if they share their work with the class

Sources: Writer’s workshop references

---

**Formal Lesson Plan Format – Narrative Writing Day 5**

Grade level: K                      Date:  4-12-18
Length of lesson: 45 min

**Title/theme/focus of lesson: Story Closing Transitions**

**Common Core State Standards:**
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Essential lesson question(s):**
How can we transition to an end for our story?

**Learning outcomes/objectives:**
Students will read various endings to written/published books and then choose how they think it is best to end a narrative story.

Students will then write their own ending to their narrative writing.

**Vocabulary:**
- Transition
- Words
- Fairy tail

**Assessment:**
• Diagnostic: The Anchor Chart and Graphic Organizer will assess prior knowledge of narrative endings 
• Informative: Invitation to Notice will assess students prior knowledge of narrative endings 
• Summative: Final work on narrative writing series books will assess their learning of transitional endings.

Materials:
• Various books using different endings 
• Anchor charts 
• Students series books

Instructional Procedure:

Anticipatory Set/Orientation:
• Read 3-4 books by just reading the ending words of each of the stories 
• Ask students if they liked the books and have them explain why they are laughing so much

Teaching/Instructional Process (input and modeling):
• Match the ending words that are written on anchor chart to their books 
• Have students vote on their favorite ending 
• Challenge students to write other endings than “The End” to end their series books

• Drafting and writing, peer conferences and student/ teacher conferences, and sharing in the author’s chair.
• Conferencing Questions: 
  ○ What is this piece about?
  ○ Who is this piece for?
  ○ What’s your favorite line?
  ○ Why do you like it?
  ○ Where do you need help?

• Closure author’s chair 
  ○ Students can only sit in the chair if they share their work with the class
Reflection:

This unit really helped me as a teacher to see the importance of writing in a classroom. This content area made me the most nervous when starting my takeover, but if you stick to the writer’s workshop formed lessons, students have more time to self-monitor and let their creativity shine. My favorite lesson was the “ending transitional words” one because the students just had a kick when I was reading the endings of all the books. I love hearing and reading their stories because their creativity shines through and I feel like I get a better glimpse into their mind and thinking.

Areas I would want to improve on would be more conferencing and more time with the author’s chair. Because this is a combo class, timing is always tricky. I got a few students to share their written work and I got to hear about everyone’s story, but I think conferencing is more than just reading their writing. I was able to ask a few of them to summarize their writing, ask them their favorite parts, and to think ahead to the next adventure they would go on. This was helpful for students and me to see where their writing was going. Next time, I would like to designate more time for one-on-one because I think this is a good time for collaboration and communication. It would also serve as a good time to assess and monitor understanding. If this was my own classroom, I would teach the writing process more explicitly. Although at the start of narrative writing, students used a “planning paper,” students would just start writing their thoughts and not be able to explain the purpose of planning. They also need to edit and reread their papers. I realize this is challenging when more than half their words are spelled wrong, but I think this is a crucial skill for them to help themselves to self-monitor.

I was proud of the use of mini-lessons because I think they were brief yet got to my targeted learning objectives. I think the use of invitations to notice were useful and fun for students to analyze. I think this linked reading and writing more. My hope is that this will help them to start asking good questions while reading and becoming stronger writers. I was excited to implement some strategies that we discussed in Literacy class like “invitation to notice,” “author’s chair,” and anchor charts/ graphic organizers. I was excited to add my own creative spin on the traditional papers and plan I was originally given. By adding images, voting, using published works as an invitation to notices, and using strategies I learned last semester, I was able to add a punch of Lauren-ness into this unit. Overall all I thought the students met the targeted objectives of this unit and their series books continue to grow as my students become better writers.

Pictures of Unit:
Lesson 1: Juicy Words Anchor Chart

<table>
<thead>
<tr>
<th>Boring Words</th>
<th>Juicy Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Delighted</em></td>
<td><em>Friendly, excited,</em></td>
</tr>
<tr>
<td><em>Joyful</em></td>
<td><em>Cheerful, positive</em></td>
</tr>
<tr>
<td><em>Splendid</em></td>
<td><em>Superb, excellent</em></td>
</tr>
<tr>
<td><em>Great</em></td>
<td><em>Fabulous, awesome</em></td>
</tr>
<tr>
<td><em>Wonderful</em></td>
<td><em>Spectacular</em></td>
</tr>
<tr>
<td><em>Stupendous</em></td>
<td><em>Spectacular</em></td>
</tr>
<tr>
<td><em>Cooty</em></td>
<td><em>Silly, hilarious, exciting</em></td>
</tr>
<tr>
<td><em>Enjoyable</em></td>
<td><em>Memorable</em></td>
</tr>
<tr>
<td><em>Unbelievable</em></td>
<td><em>Spectacular</em></td>
</tr>
<tr>
<td><em>Kind</em></td>
<td><em>Friendly, respectful</em></td>
</tr>
<tr>
<td><em>Friendship</em></td>
<td><em>Pleasant</em></td>
</tr>
<tr>
<td><em>Kind-hearted</em></td>
<td><em>Good-hearted</em></td>
</tr>
<tr>
<td><em>Grumpy</em></td>
<td><em>Angry, disappointed</em></td>
</tr>
<tr>
<td><em>Furious</em></td>
<td><em>Yelling, screaming</em></td>
</tr>
<tr>
<td><em>Hot-headed</em></td>
<td><em>Love, adore, enjoy, admire</em></td>
</tr>
<tr>
<td><em>Sensitive</em></td>
<td><em>Gloomy, upset, bummed</em></td>
</tr>
<tr>
<td><em>Blue</em></td>
<td><em>Down, alone, depressed</em></td>
</tr>
<tr>
<td><em>Devastated</em></td>
<td><em>Disappointed</em></td>
</tr>
<tr>
<td><em>Massive</em></td>
<td><em>Gigantic</em></td>
</tr>
<tr>
<td><em>Humongous</em></td>
<td><em>Over-sized, larger</em></td>
</tr>
<tr>
<td><em>Huge</em></td>
<td></td>
</tr>
</tbody>
</table>
Vin, they were driving back to Joel's house. Suddenly the pizza fell on the core. Now they had to go back to do their homework and they didn't get pizza. The end.
No, yes a thunprim
Dele the math
hur it mi sem
smooth But
it kan git
big it can
goby with
no bit
A South broan up
A woah !ragin
s\o Jih
The \o[\jih can
Beast hes 02
With Nex
The KristLuragird
It is Dole Jragird
One happy day Sally’s birthday was here. Sally said, “Heray, my birthday is here.” Sally took her birthday very seriously. Sally is 7 but now Sally is 8 to day. Sally really wants a scud. Sally said.
Student showing work on projector to help build confidence and show off their “Oh La La”
writing Above is from lesson 5 on “Ending Transitional words” where students voted on their favorite endings.

Transitional words came from lesson 4. Students told me step by step how they got ready for school using transition words.